

## BATESBURG-LEESVILLE ELEMENTARY

403 South Lee Street  
Batesburg-Leesville, SC 29070

**GRADES** 3-5 Elementary School

**ENROLLMENT** 505 Students

**PRINCIPAL** Darlene Stephens 803-532-1155

**SUPERINTENDENT** Dr. William Gummerson 803-532-4423

**BOARD CHAIR** Randy Fox 803-532-8000

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	53	42	0	0

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Unsatisfactory	N/A
<b>2002</b>	Average	Below Average	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Unsatisfactory	No

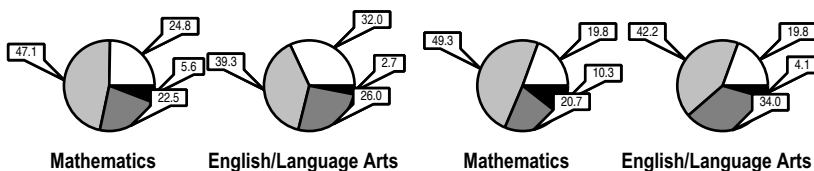
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

65.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	509	99.8	31.7	39.5	26.0	2.9	39.3	Yes	Yes
<b>Gender</b>									
Male	270	100.0	37.2	37.9	23.0	1.9	33.0		
Female	239	99.6	25.4	41.2	29.4	3.9	46.5		
<b>Racial/Ethnic Group</b>									
White	268	99.6	18.3	42.5	34.1	5.2	52.4	Yes	Yes
African-American	238	100.0	46.2	36.3	17.1	0.4	24.8	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	427	100.0	25.8	41.4	29.7	3.2	44.8		
Disabled	82	98.8	62.8	29.5	6.4	1.3	10.3	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	509	99.8	31.7	39.5	26.0	2.9	39.3		
<b>English Proficiency</b>									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	506	99.8	31.7	39.5	25.9	2.9	39.1		
<b>Socio-Economic Status</b>									
Subsidized meals	307	100.0	44.1	39.7	15.9	0.3	25.8	Yes	Yes
Full-pay meals	201	99.5	12.9	39.2	41.2	6.7	59.8		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	508	100.0	24.7	46.7	22.4	6.1	42.0	Yes	Yes
<b>Gender</b>									
Male	269	100.0	24.5	47.9	20.3	7.3	40.6		
Female	239	100.0	24.9	45.4	24.9	4.8	43.7		
<b>Racial/Ethnic Group</b>									
White	267	100.0	11.9	46.6	31.2	10.3	58.9	Yes	Yes
African-American	238	100.0	38.9	46.2	13.2	1.7	23.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	426	100.0	18.7	50.4	24.3	6.6	45.7		
Disabled	82	100.0	55.7	27.8	12.7	3.8	22.8	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	508	100.0	24.7	46.7	22.4	6.1	42.0		
<b>English Proficiency</b>									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	505	100.0	24.8	46.4	22.6	6.2	42.1		
<b>Socio-Economic Status</b>									
Subsidized meals	306	100.0	34.6	51.2	12.5	1.7	25.4	Yes	Yes
Full-pay meals	201	100.0	9.7	40.0	37.4	12.8	67.2		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	163	99.4	27.3	35.1	35.1	2.6	37.7
	<b>Grade 4</b>	185	100.0	32.4	39.9	26.0	1.7	27.7
	<b>Grade 5</b>	192	99.5	39.8	54.0	6.3	N/A	6.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	171	99.4	20.6	32.4	40.6	6.5	47.1
	<b>Grade 4</b>	162	100.0	28.4	38.9	32.1	0.6	32.7
	<b>Grade 5</b>	176	100.0	45.5	48.3	5.7	0.6	6.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	163	100.0	25.2	49.0	21.9	3.9	25.8
	<b>Grade 4</b>	185	100.0	26.6	42.2	23.7	7.5	31.2
	<b>Grade 5</b>	192	100.0	29.9	45.8	20.3	4.0	24.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	171	100.0	22.4	50.6	19.4	7.6	27.1
	<b>Grade 4</b>	162	100.0	21.6	43.2	30.2	4.9	35.2
	<b>Grade 5</b>	176	100.0	31.3	47.2	17.6	4.0	21.6
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 505)				
First graders who attended full-day kindergarten	N/R	N/C	100.0%	100.0%
Retention rate	1.6%	Down from 3.1%	3.0%	2.7%
Attendance rate	96.7%	Up from 96.0%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.5%		5.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	4.1%		3.7%	3.5%
Eligible for gifted and talented	23.0%	Up from 19.3%	14.0%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.4%	Down from 15.1%	9.3%	8.2%
Older than usual for grade	0.6%	Down from 1.5%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 35)				
Teachers with advanced degrees	37.1%	Down from 40.0%	48.4%	51.4%
Continuing contract teachers	100.0%	Up from 94.3%	89.5%	87.5%
Highly qualified teachers**	87.1%	N/A	94.4%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	93.3%	Up from 92.2%	86.5%	86.7%
Teacher attendance rate	95.7%	Down from 96.4%	94.8%	94.9%
Average teacher salary	\$39,307	Up 0.6%	\$40,459	\$40,760
Prof. development days/teacher	9.9 days	Up from 5.0 days	12.5 days	12.4 days

School				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	N/R	N/R	19.0 to 1	18.9 to 1
Prime instructional time	90.6%	Down from 91.6%	89.8%	90.0%
Dollars spent per pupil*	\$6,125	Up 9.2%	\$5,825	\$6,044
Percent of expenditures for teacher salaries*	59.2%	Down from 66.4%	65.4%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.3%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2003-2004 school year at Batesburg-Leesville Elementary saw a great deal of hard work and effort by faculty, staff and students. Meeting all the state curriculum standards was particularly emphasized. This required careful planning to allow the ever increasing amount of required material to be taught while still insuring that the students had had an appropriate opportunity to process and absorb the information and practice it's use. This necessitated a fast learning pace in classes at all levels, which, in turn, made high motivation levels among BLES students a real requirement for success. As in all the proceeding school years, this level of student motivation was the determining factoring in the initial learning and retention of knowledge for each individual youngster and the number of goals he or she attained during these last ten months.

Plans are to continue the present classroom grouping practices, the teaming of teachers in fourth and fifth grades and the self-contained classrooms in third. A new, cost effective, efficient computerized method of reliably determining student academic progress throughout the coming year is under development to replace the less than ideal "benchmark" testing. This looks very promising. Reading competency will be the major drive, District wide, in an effort to raise PACT scores and better prepare our young people for the realities of life. Our successful After-School Program will remain in place barring any loss of grant funding. As the District works through their new strategic planning process (of which some of you are a part) this year all elements of District Three's operations will be evaluated, successes and failures logged and decisions made based on the facts so progressive changes can be made. This will be an involved and lengthy process but should ensure that the Batesburg-Leesville Schools continue to meet the future in the successful and positive manner to which the citizens of our great area have come to expect from their education system.

The 2004-2005 school year will certainly see some other significant changes and adjustments at BLES due to a complete changing of the administrative staff due to retirement and promotion. Dr. Darlene Stephens will be the new Principal and Mr. Tim Hunter, the new Assistant Principal. While no radical alterations are currently contemplated it is both natural and beneficial that change will be an ongoing factor this next year after a decade of continuity. I am positive that these fine new administrators will continue to receive the same high level of cooperation and support that both Mrs. Watson and I have received in the years gone by. We both have certainly found our years here rewarding and appreciate the many great kindnesses we have received. We will miss much of what BLES has given us but change is vital to all of us as individuals as well as with institutions. New challenges are necessary in life if we are to actually "live" our time here on earth and reach our goals.

Bill Kiesling

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	34	162	93
<b>Percent satisfied with learning environment</b>	87.9%	71.3%	67.7%
<b>Percent satisfied with social and physical environment</b>	93.9%	70.4%	70.7%
<b>Percent satisfied with home-school relations</b>	72.7%	81.4%	52.7%

\*Only students at the highest elementary school grade level at this school and their parents were included.